



WHAT? The Five Whys? are simply a process of asking Why? at least five times in a row to detect the root cause or meaning of a particular problem or situation.

WHERE? The Five Whys? are used any place there is a human factor present.
Cut through layers of bureaucracy to find the true meaning.

WHEN? Asking Why? is necessary when people do not truly understand the situation or when a deeper understanding is necessary.

WHY? The Five Whys?:

- ◆ Cause people to use higher order thinking skills
- ◆ Cut through layers of bureaucracy to find the true meaning
- ◆ Cause people to challenge their current situation or problem.

Example: ► Discussion about implementing “Block Scheduling”

Q. Why isn’t more time being spent working collaboratively?

A. *There is not enough time in class.*

Q. Why isn’t there enough time in class?

A. *There is too much material to cover.*

Q. Why is there too much material to cover?

A. *We keep adding, but don’t abandon things in our curriculum.*

Q. Why do we keep adding, but we don’t abandon things in our curriculum?

A. *We don’t know what’s important to keep and/or throw out.*

Q. Why don’t we know what’s important to keep and/or throw out?

A. *We don’t coordinate with other teachers very well between and within grade levels*

Team consensus was reached: a process to help articulate curriculum content between and within grade levels was the first thing that needed to be worked on (root cause of the problem). This step is needed if block scheduling is implemented or not. An external person to facilitate the process will need to be identified and inservice time will be used to implement a process for sorting and selecting the content to be taught at each grade level throughout the district.

In addition, survey responses indicate that collaborative work is perceived as something else to do instead of a process for accomplishing work. The group will ask that people share and continue to focus on building in collaborative work practices. At least 5 minutes will be dedicated to this topic at all grade-level meetings and faculty meetings. The team will continue to monitor time spent in collaborative work once each trimester.

► **Theory Statements:** If, we improve the process to select and abandon content, then more time will be available for collaborative classroom activities. If, we promote ideas about how to build in collaborative classroom activities, then more time will be spent on collaborative activities in the classroom.

“Brain Compatible? 4Check It Out!”

— Stress = brain downshifts

— M(memory) space = how much the learner works on at a time

— Enriched environment = increasing dendrite branching

— Content must have relevance for the learner

— Brain pays conscious attention to only one thing at a time

— All learning enters through our senses/emotions